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ABSTRACT

Designed for use by instructors and advisors of handicapped students, this guide presents guidelines for judging the performance of special needs students in Health Occupations Students of America (HOSA) competetive events in eight allied health occupations education areas. These areas are dietetics, first aid, hospitality, housekeeping, job seeking skills, laundry service, nursing assistants, and terminology/abbreviation. Discussed in the individual sections are the purpose of the competition, eligibility, dress, rules, equipment and materials, contest format, rating sheets, and suggestions for implementing the competition. Lists of suggestions to help teachers involve special needs students in HOSA competitive events and general suggestions for conducting contests are provided. Included among contest events are such activities as naming basic food groups, setting tables, executing first aid procedures, performing various housekeeping tasks, writing a resume, taking an interview, identifying laundry marks, sorting and folding clothes, making a bed, and explaining abbreviations. (MN)

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HEALTH OCCUPATIONS
STUDENTS OF AMERICA

STUDENTS WITH SPECIAL NEEDS

BEST COPY AVAILABLE

HOSA COMPETITIVE EVENT GUIDELINES

CE030 029

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PREFACE

A focus has been placed on developing curriculum materials which will assist instructors throughout the state in involving special needs students in activities sponsored by HOSA. Since HOSA is an integral part of Health Occupations instruction, HOSA activities, if integrated in the program will serve as a motivating factor for many students and help to produce students who will be more employable.

Materials have been developed that consist of a series of competitve activities for special needs students which will identify competencies to be tested, guidelines for HOSA competitive events, and a description of the events that will be contested during each school year. This project is in response to a need expressed by teachers of Health Occupations Education.

In addition, a series of guidelines was developed to assist HOE instructors and advisors to successfully include Special Needs Students in HOSA competitions and activities. These guidelines and statements regarding the inclusion of Special Needs Students has been included in the NJ-HOSA Advisors Handbook.

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SUGGESTIONS TO THE TEACHER

Any handicapped/classified student who the instructor/advisor and/or the student considers capable of any or all competitions should be encouraged to enter.

Written material and vocabulary shall be modified if needed to accommodate handicapped student needs to comprehend.

It is suggested that this be accomplished by:

1. The use of Resource people, ie: LDTC
   Resource Room
   CST
   Home School Teacher
2. In classroom with pictures, role playing, demonstrations, team approach with peer models.
3. Individualized approach.
4. Incorporate into lesson plans.
5. Repetition with reinforcement.

   Short attention span of the handicapped student means a longer learning time. It is further suggested that the advisor use every resource open to him/her to learn about the individual handicapped student's abilities and needs.
6. Handicapped students should be encouraged to run for offices and participate in all other facets and/or activities of HOSA.

GENERAL SUGGESTIONS (ALL CONTESTS)

1. Judges should have a copy of the contest rules well before that day of the competitive event. In case there are questions, a contact person and phone number should be given to the judge with the rules.

2. Time should be alloted to go over the rules with the judges on the day of the event, before competition begins.

3. The definition of "Special Needs Student" should be clear to the judges.

4. Judges should write in the "remarks" section of the evaluation sheet as this could be very helpful to the student.

5. Judges should be asked to observe students closely while they are competing.

6. Three judges will observe each student in competition. The scores on the three rating sheets are to be totaled and averaged for a final score.

7. At the completion of the event, the student will be responsible for collecting their supplies and maintaining them in an orderly manner.

8. Master score sheet should be completed by judges. List total score for each contestant. List, First, Second, and Third place winners. List all judges names on Master Score Sheet.

9. All rating sheets and Master Score Sheet are to be given to the Chairperson of this competition.

10. A limited number of observers will be allowed in the room.

11. Any request for picture taking, video taping, and/or other destraction must be approved by the Competitive Event Chairperson and State Advisor prior to competition.

12. Chairpersons will come prepared with material needed for the individual competitors.

HEALTH DIETARY SERVICES AIDE COMPETITION

NEW JERSEY HOSA

HEALTH DIETARY SERVICES AIDE COMPETITION

PURPOSE:

To encourage the special needs student to attain the basic competencies in the dietary area.

ELIGIBILITY:

All HOSA members
All special education students classified by their home district
One for each 10 enrolled students
Documentation of Special Needs Certification the school principal to be presented with the Registrat orm to NJ-HOSA

DRESS:

School uniform or white uniform, natural stockings, white shoes (no clogs). Hair net, hair away from face, off neck. No nail polish.

RULES:

1. Student must have a very thorough orientation to room and equipment.

2. All contestants will report to the designated area for this event. Each contestant will draw a number indicating order of participation.

EQUIPMENT AND MATERIALS:

1. 30 plastic glasses
2. Pitcher with colored water
3. 4 trays
4. Dishes, utensils, napkins (suitable for a tray set up).
5. Packages of salt, pepper, sugar, sugar substitutes and butter. (Similar items found on dietary trays)
6. Posters with a complete, well balanced, meal picture - 3
7. Numbered cards and pins for contestants
8. Rating sheets for judges
9. Clock or stopwatch
10. Chairs and tables for judges
11. La ge clear work area - table
12. For tiebreaker - Individual pictures of a single food item - 3
13. Paper towels
14. 3 x 5 cards labeled with diets for Unit II

ROOMS:

Assembly room for contestants

Competition area - a large enough room so that Unit I and Unit II judging can be going on at the same time.

REQUIRED PERSONNEL:

Three judges
Chairperson (1)
Assistant to help straighten area between contestants.

COMPETENCY:

Unit I - Judge # 1 will evaluate this unit.

A. State the four food groups.
Look at a picture of a meal and state the food groups seen.

Time limit 3 minutes

B. State 3 foods that would not be given for the following diets:

1. Fat free
2. Bland

Time limit 5 minutes

C. State 3 foods that would be given for the following diets:

1. Soft
2. Full liquid

Time limit 5 minutes

Students will be given oral instructions for this unit.

Unit II - Judges # 2 and # 3 will evaluate this unit.

A. Set up trays for the following diets using dishes, utensils, condiments, napkin, etc.

1. Low sodium
2. Diabetic
3. Regular

Time limit 15 minutes

B. Place 30 plastic glasses on a tray and portion out liquid. Glasses are to be filled evenly at 3/4 level.

Time limit 12 minutes

Students will be given oral and written instructions for this unit.

TIE BREAKER:

Show a picture of one food item, ie. Egg Salad Sandwich, the contestant will state the food items needed to make this a balanced meal.

Time limit 3 minutes

JUDGES RATING SHEET

STUDENT PERFORMANCE EVALUATION CHECKING

HEALTH DIETARY SERVICES AIDE COMPETITION

UNIT I

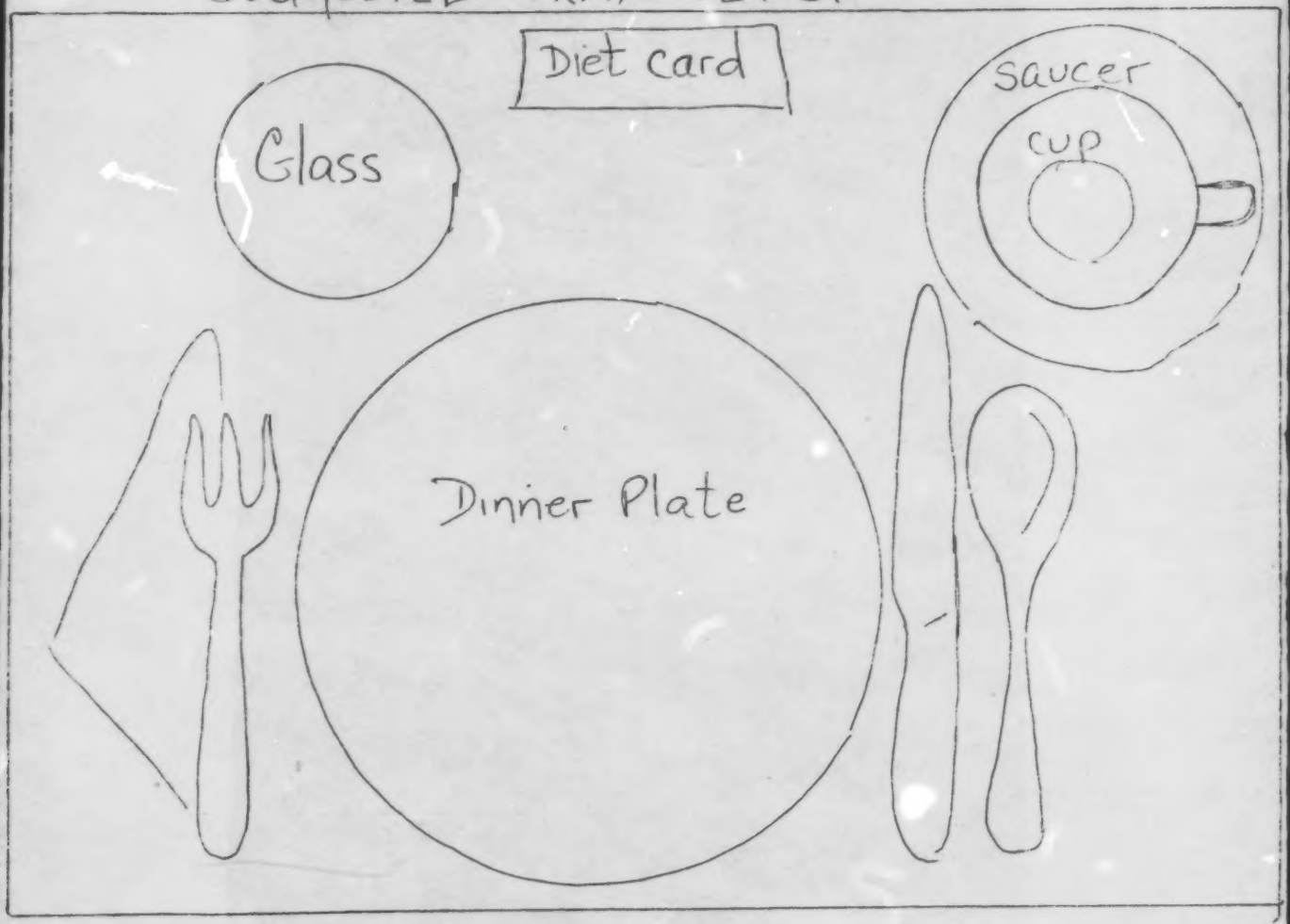
TOTAL SCORE _____

STUDENT NAME _____ EVALUATOR _____

PLACE CHECKMARK IN NUMBERED AREA AFTER EACH ITEM. FROM NUMBER 5, BEING THE BEST TO NUMBER 0, NOT SCORING IN THAT ITEM.						
	5	4	3	2	1	0
UNIT I - Section A 1. State the four food groups						
2. Complete the above within the 3 minute time limit.						
Section B 1. States 3 foods that would not be given for: Fat free diet						
Bland diet						
2. Completes the above within the 5 minute time limit.						
Section C 1. State 3 foods that would be given to: Soft diet						
Full liquid diet						
2. Completes the above within the 5 minute time limit						
TOTAL						

REMARKS:

SUGGESTED TRAY SETUP



JUDGES RATING SHEET

STUDENT PERFORMANCE EVALUATION CHECKLIST

HEALTH DIETARY SERVICES AIDE COMPETITION

UNIT II

TOTAL SCORE _____

NAME _____ EVALUATOR _____

PLACE CHECKMARK IN NUMBERED AREA AFTER EACH ITEM. FROM NUMBER 5, BEING THE BEST TO NUMBER 0, NOT SCORING IN THAT ITEM.

	5	4	3	2	1	0
UNIT II						
Section A						
1. Wash hands						
2. Proper placement of dishes, galsses, napkin, salt, pepper, salt substitute, sugar, sugar substitute, butter, etc.						
Lo sodium diet tray						
Diabetic diet tray						
Regular diet tray						
3. General neatness of trays						
4. The above completed within the time limit of 15 minutes						
Section B						
1. During positioning, places glasses in straight lines on trays						
2. Touches outside of glasses only						
3. Fills glasses uniformly, 3/4 full						
4. Pours so as not to spill						
5. General neatness of procedure						
6. The above completed within the time limit of 12 minutes						
TOTAL						
TIE BREAKER						
Name food items needed to complete a balanced meal from a picture of one food.						

REMARKS:

NJ-HOSA

HEALTH DIETARY SERVICES AIDE COMPETITION

RATING SHEET

	Superior	Excellent	Good	Fair	Poor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
GENERAL APPEARANCE Neatly groomed and dressed according to competition rules.	5	4	3	2	1																	
ASEPTIC TECHNIQUE Overall technique for carry out Unit II																						
TOTAL JUDGES SCORES AVERAGED																						
TOTAL POINTS																						
TIE BREAKER																						

HEALTH DIETARY SERVICES AIDE COMPETITION

SUGGESTION SHEET

1. Judges should have a copy of the contest rules well before the day of the competitive event. In case there are questions, a contact person and phone number should be given to the judge with the rules.

2. Time should be alloted to go over the rules on the day of the event, before competition begins.

3. The definition of "Special Needs Student" should be clear to the judges.

4. Judges should write in the remarks section of the evaluation sheet as this could be very helpful to the student.

5. Judges should be asked to observe students closely while they are competing.

6. Judge #1 will enter scores for Unit I on the Master Rating Sheet. Judges #2 and #3 will total and average the score for Unit II before placing this on the Master Rating Sheet.

7. Judges should be knowledgeable of the diets listed in this competition so as to make accurate decisions on the rating sheets.

8. If additional tie breakers are needed, the chairperson should beprepared with pictures of single food items.

9. Master Score Sheets should be completed by judges. List total score for each contestant. List First, Second and Third place winners. List all judges names on Master Score Sheet.

10. All Rating Sheets and Master Score Sheets are to be given to the Chairperson of this competition.

FIRST AID COMPETITION

NEW JERSEY - HOSA

FIRST AID COMPETITION

PURPOSE:

To encourage students to perform first aid skills learned to minimize the severity of injuries.

ELIGIBILITY:

Students must be classified (according to N.J. School Law) and be members of NJ-HOSA.

All qualified students may enter. One student for every 10 classified students in class may participate in the class II first aid competition.

DRESS:

Appropriate dress

RULES:

1. Student must be officially registered in the competition. An alternate may be listed on the offical entry form.
2. No alternate may enter competition once competition starts.
3. If victim is required it will be the responsibility of the first aid committee chairperson to provide the victim.
4. Judges for this skill competition will be the sole responsibility of the first aid committee chairperson.
5. All judges will hold a current first aid instructor card for standard first aide.
6. Two first aid kits will also be supplies by the committee chairperson with all equipment that the competitors will need.
7. Each student will be judged on 3 separate problems. Problems will be designed to cover any accident situation. Ten minutes will be given to provide answer to each problem.
8. All problems will be reviewed by the judges at least 45 minutes prior to the contest. At this time the judges will also review the score sheet.
9. All problems will be prepared and worked on by the competition committee. The judges will also review the score sheet.
10. All score sheets will be prepared by the competition committee.
11. The competition will start promptly at the time designed by the conference committee.
12. All students will meet with the chairperson of the committee at least 30 minutes prior to start of competition to explain the competition, show competition areas, meet judges and answer any questions regarding competition. No questions can be answered once the competition begins.
13. All equipment will be kept with judges.
14. Area of competition will be a small area clear of spectators or observers. Two classrooms should be set aside if their are large number of participants.
15. Students will be given numbers prior to competition to be worn on their clothing in a place easy available to the judges. Students will be identified by number not by name.

16. Judges will use picture and use statement provided for specific picture problem for the competitive event. If advisable ask specific questions relevant to the problems. Each student will be given the same three problems. The remaining two problems will be used in case of a tie breaker. The problems will be so designated as to which problems are the tie breakers.
17. Each year 5 new problems, visuals and tape will be prepared by the Competitive Event Committee.

BOOK USE:

First Aid (Basic) Red Cross

EQUIPMENT:

1. Two (2) first aid kits
2. Five (5) visuals relating to the first aid problem
3. Five (5) taped messages, one for each of the visual problems
4. Holding Room for Contestants

REQUIRED PERSONNEL:

1. Judges (3)
2. Chairperson (1)
3. Victims (3)
4. Time Keeper (1)

FIST AIDE PROBLEMS TO BE PRESENTED VISUALLY: (Samples included)

Each year the problem will include the following situations: Breathing, Bleeding, Burns and Fractures.

Sample problems: Mouth to Mouth Resuscitation
Emergency Treatment for Electric Shock
Profuse Bleeding Requiring Direct Pressure and Knowledge of Pressure Points

TIE BREAKERS:

To be developed by the competition chairperson and judges.

Time allotted for each problem solving and demonstration is 10 minutes.

PROCEDURE TO FOLLOW:

1. Each judge will meet with one student every 30 minutes.
2. Judge will show first visual and/or have students listen to taped message.
3. Following viewing and listening students will demonstrate their ability to treat a victim in an emergency situation.
4. Judge should score student immediately following each demonstration.
5. Once student has completed the competition he/she should not return to where other competitors are waiting.

HOSA FIRST AIDE (SCRIPT)

The following is a presentation for the H.O.S.A first aide skill competition Level 2

You should have in your packet five (5) illustrations numbered one (1) thru five (5). Please look carefully at illustration No. 1 and let us proceed to solve problem No. 1 of the first aide competition.

No. 1: Phil and Andy were swimming together at a summer resort with friends. Andy fell behind Phil, when Phil turned to look for Andy all he could see was a hand. Grabbing the hand he pulled Andy to the surface of the water. (Please demonstrate now how you would have helped Andy had you been with him.)

*PROCEED NOW TO PROBLEM NUMBER 2

No. 2: You are baby sitting for Mark age 3. The phone rings you take a message. You come back into the room where Mark has been playing and find him. (See illustration number 2) laying on the floor near an electrical outlet. (Please demonstrate now how you would proceed had you been Mark's baby sitter.)

*PROCEED NOW TO PROBLEM NUMBER 3

No. 3: John was running home from the store where he had purchased a bottle of ketchup for his mother. He fell cutting his left upper arm. (Please demonstrate now how you would proceed to apply first aide for his injury.)

THE FOLLOWING PROBLEMS ARE TO USED IN THE EVENT OF A TIE.

*PROCEED NOW TO PROBLEM NUMBER 4

No. 4: Mrs. Jones was busy preparing a dinner for guests. Four year old Jenny became curious and while Mrs. Jones back was turned, Jenny reached out for the pot on the stove sending a cascade of hot water down the front of her body. Affected areas were the abdomen, chest and upper thighs. (Demonstrate how you would have proceeded to care for Jenny's injuries if you were Mrs. Jones.)

*PROCEED TO PROBLEM NUMBER 5

No. 5: You are a counselor at a day camp, Tommy, your charge, falls from a tree. There is a good possibility that he had broken his left leg. (Demonstrate the procedure you would use in giving Tommy emergency first aide treatment.)

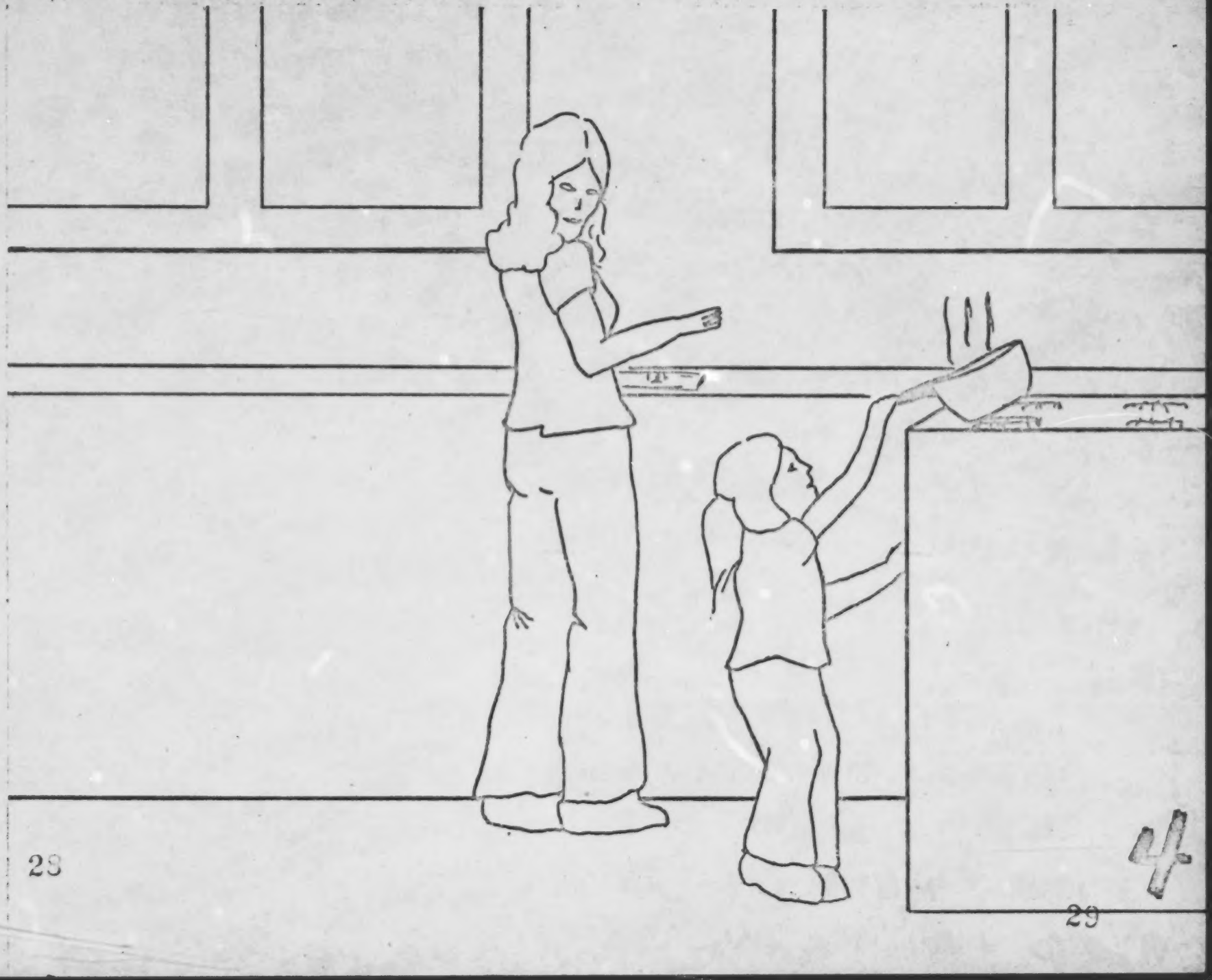
23
24

25

2

26

3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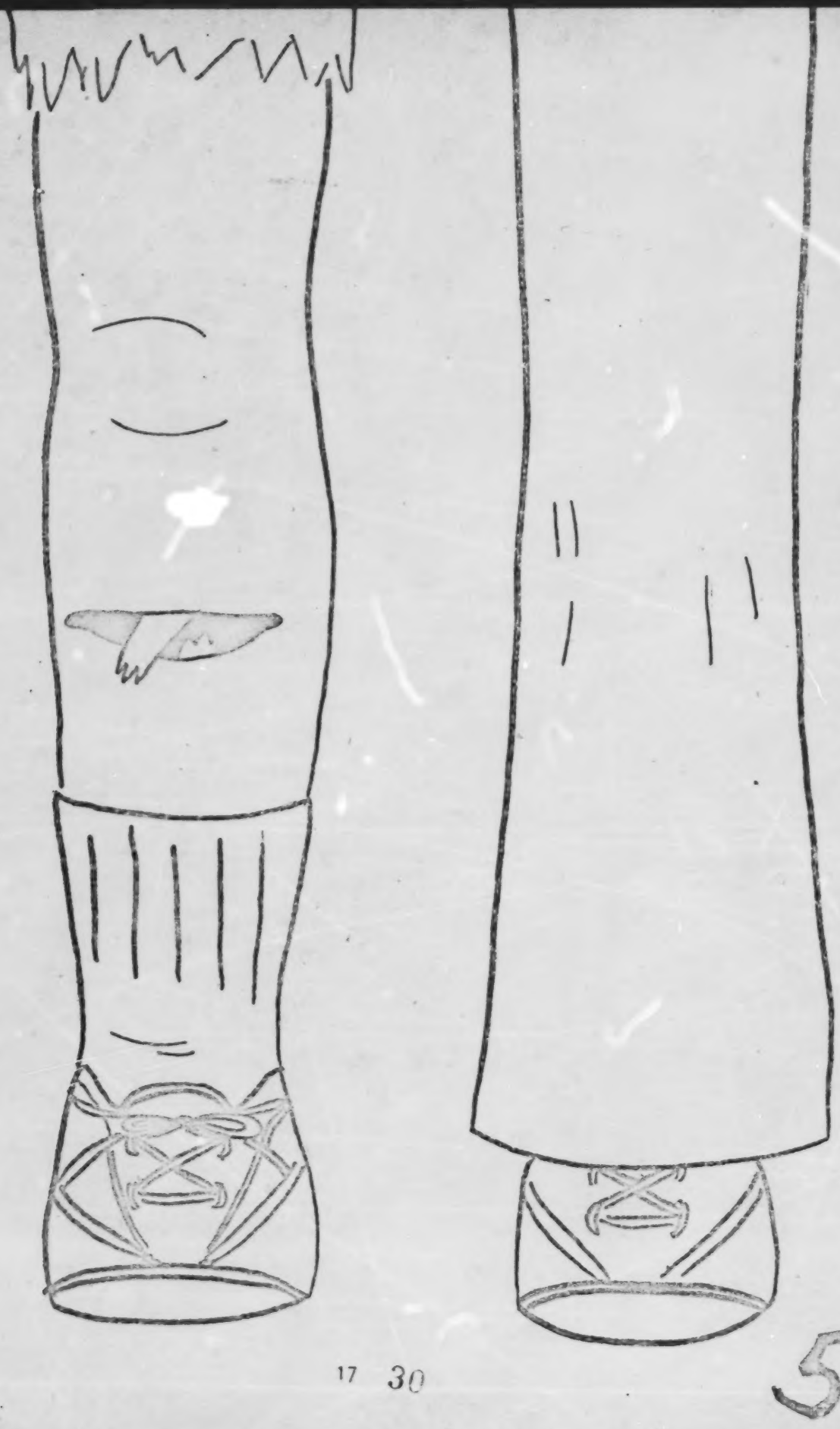

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RATING SHEET

Each step correctly done is worth 10 points. If performed out of sequence no points are given. If done incorrectly no points given.

STEPS TO FOLLOW FOR MOUTH TO MOUTH

Immediate action - summons help

1. Checks for breathing
2. Tips head back one hand on forehead one hand under the neck
3. Puts ear near mouth and nose. Look at chest
4. Give 4 quick full breaths
5. Keeps the head tipped back
6. Pinches the nose shut
7. Takes a deep breath, opens mouth wide
8. Seals mouth over the persons mouth and blows
9. Takes a gulp of air after each breath
10. Checks between breaths to see if patient is breathing
11. Gives breaths, one every 5 seconds
12. Checks for other injuries

STEPS FOR ELECTRIC SHOCK

Immediate Action

1. Uses a long Drx, wooden stick to pull the plug out of wall, Does not touch person until electricity was turned off
2. Summons help- checks for breathing
3. Gives mouth to mouth resuscitation
4. Checks for other injuries

BLEEDING FROM UPPER ARM

Immediate Action

1. Summons help
2. Covers with thick clean bandages

Bleeding from Upper Arm (continued)

4. Adds pads when bleeding would not stop
5. Squeezes shut the large blood vessel at the pressure point
6. Treats for shock, covers person, elevates feet

BURNS - DEEP (LEG)

Immediate Action

1. Summones help
2. Does not pull clothing away from burned area
3. Covers with thick clean bandage
4. Treats for shock
5. Props legs up
6. Checks person for other injuries

FRACTURED TIBIA & FIBULA

Immediate Action

1. Summons help
2. Keeps broken bone from moving
3. Keeps joints, either end, from moving
4. Applies splint following correct procedure
5. Checks person for other injuries

SAMPLE HOSA

FIRST AID RATING SHEET

OPERATION	POSSIBLE POINTS		CONTESTANT NUMBER 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Mouth to Mouth	120																					
2. Electric Shock	40																					
3. Bleeding From Upper Arm	60																					
TIE BREAKER																						
1.	60																					
2.	50																					
Personal Appearance																						
Communication																						
TOTAL POINTS																						

HOSPITALITY COMPETITION

HOSPITALITY COMPETITION

PURPOSE:

To encourage students to develop entry level skills needed for employment in the hospitality industry.

ELIGIBILITY:

All HOSA members
All special education students classified by their home district
One for each 10 enrolled students
Documentation of Special Needs Certification from the school principal to be presented with the Registration Form to NJ-HOSA

DRESS:

Suitable attire per home school rules

RULES:

Student will be assigned one vacant hotel/motel room which needs to be prepared for an incoming guest. The room will include the necessary equipment and facilities to complete the following tasks:

1. Bed making - should be a double bed. Removal of linens
2. Dusting
3. Vacuuming
*4. Restocking of bedroom supplies
5. Bathroom to be sanitized - should include glass shower doors (if available)
*6. Restocking bathroom supplies

*Students will restock room as they have been instructed in their home school.

A time limit of 30 minutes will be allowed from the time the door is opened until the door is closed.

Each student will be given a maid sheet with her assignment. The maid sheet will also be brought from the homeschool.

The judges will observe the student knocking on the door, announcing herself and using the pass key.

A maid's cart for each student will be provided or can be simulated by using a chair outside each door. A hamper must be available. A vacuum must be supplied.

SUPPLIES FROM HOME SCHOOL:

Linens (must know size of bed)
2 Sheets
2 Pillow Cases
1 Blanket
1 Spread
1 Mattress pad

Towels (per routine) for one person
Supplies (per routine)
Maids sheet
Rags
Cleaning Supplies

REQUIREMENT OF JUDGING PERSONNEL:

3 Judges

Should be Housekeeping Personnel in industry eg. Head Housekeeper

JUDGING:

5 points for each of the following steps:

1. Signs self into room
2. Knocks on door, pauses, knocks again
3. Opens door, announces "Maid"
4. Aseptically removes linens and towels
5. Removes trash and garbage
6. Dusts living area
7. Tries lights, television while dusting
8. Makes bed correctly
9. Cleans bathroom in an orderly manner (10 points)
10. Stocks towels, soaps, etc. in bathroom
11. Stocks new glasses, map, stationary, etc.
12. Vacuums
13. Turns out lights, closes door
14. Signs self out of room

TOTAL - 75 points

NOTE: Order of cleaning may vary, however, first 5 steps should be in that order

HOSPITALITY RATING SHEET

TOTAL SCORE_____

STUDENT NAME_____ EVALUATOR_____

	5	4	3	2	1
Sign self into room					
Knock on door, pause, knock again					
Opens door, announces "Maid"					
Aseptically removes linens & towels					
Removes trash & garbage					
Dusts living area					
Tries lights, television while dusting					
Makes bed correctly					
Cleans bathroom in orderly manner (10 point total)					
Stocks towels, soaps in bathroom					
Stocks new glasses, map, stationary, etc.					
Vacuums					
Turns out lights, closes door					
Signs self out of room					
TOTALS					

NJ - HOSA

HOSPITALITY COMPETITION

MASTER RATING SHEET

	Superior	Excellent	Good	Fair	Poor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
GENERAL APPEARANCE Neatly groomed & dressed according to rules	5	4	3	2	1																	
ASEPTIC TECHNIQUE	5	4	3	2	1																	
TOTAL JUDGES SCORES																						

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HOUSEKEEPING

N.J. -HOSA

HOUSEKEEPING

OFFICIAL RULES AND GUIDELINES FOR H/H COMPETITION

PURPOSE:

To encourage the special needs students to perform learned skills in the H/H area, adhering to all rules regarding the health and safety of the patient and of the student participating in the skill competition.

ELIGIBILITY:

All HOSA members
All special education students classified by their home district
One for each 10 enrolled students
Documentation of Special Needs Certification from the school principal to be presented with the Registration Form to NJ-HOSA

DRESS:

Suitable attire per home school rules

RULES:

1. Contestants shall draw numbers indicating the order of participation during the pre-contest orientation meeting.
2. Prior to the competition, contestants and judges will report to a designated assembly room.
3. Assemble judges at contest site to be certain all questions and rating procedures are clear.
4. Familiarization of the contest area will be done as a group prior to the beginning of the competitive event. All questions on equipment will be answered.
5. The competition will start promptly at the time designated by the conference chairperson. All student competitors will be in allocated positions 15 minutes prior to the beginning of the skill event. Students will be recognized by numbers not by name. After competition begins no competitors will address any judges. A judge may question a student at any time.
6. The competition will consist of 1 event - 4 parts. A 30 minute maximum time limit will be set for all problems. Timing will decide any possible ties.
7. Failure to complete entire contents of any event will result in marks lost.

8. Judges will be choosen by the committee chairperson (at least three should be appointed). Judges should meet with chairperson once choosen to discuss the event, and the score sheet. Any questions should be answered at this time. This meeting should occur at least one hour prior to competition. At this time a chief judge should be appointed. Work area should be kept free of spectors. The work area should be isolated from noise and observers.
9. All score sheets should be collected upon completion of competition.
10. Final scoring and decisions will be the responsibility of the chief judge.

REQUIREMENT COMPETITION PERSONNEL:

Judges (3) - Executive Housekeeping Experience
Competition Chairperson (1)
Time Keeper (1)

EQUIPMENT AND MATERIAL FURNISHED BY HOST SCHOOL - ASSEMBLED ON CART:

Covered trash cart
Supply of large cleaning cloths
Counter brush
Dust Pan
Treated mop
Hand duster
Double mopping outfit
Wet mop
Measuring cup
Disinfectants and detergent solution
Disinfectant bowl cleaner
Toilet brush
Hand Mirror
Cleanser
Supplies for stocking room
Bed linens
Furniture polish
Soiled linen hamper

PROBLEM:

1. Loading the Maids Cart
2. Stripping and cleaning the discharge unit following the steps of procedure found in "Hospital Housekeeping Guides" of your local hospital.

RATING SHEET

HOUSEKEEPING

For each step performed well, 5 points should be given, a possible 185 points can be obtained if the student performs every step and performs it well.

Zero points are given when task is not performed or not done well.

DISCHARGE UNIT CLEANING	SCORE
1. Opens Windows	
2. Checks for personal articles left behind	
3. Returns articles found to supervisor with name and room number	
4. Removes papers, magazines and flowers	
5. Empty wastebasket and ash trays	
6. Wash with disinfectant and detergent the ash tray and wastebasket	
7. Reline wastebasket	
8. Raise the bed for comfort and speed in working	
9. Strip the bed	
10. Wash bed with disinfectant	
11. Wash the bedside inside and out and all other drawer hinges	
12. Replenish the bedside stand with supplies and utensils	
13. Remove everything from dressers and closets and damp dust (leave open)	
14. Follow the same procedure for washing all furniture in room and all that came in contact with patient including call bell	
15. Clean the radiator unit	
16. Clean window, window sills, blinds	
17. Vacuum drapes	
18. Polish furniture	
19. Spot clean soiled areas on walls and doors	
20. Remove dustwebs	
21. Make the bed (optional)	
22. Clean Bathroom (optional)	

DISCHARGE UNIT CLEANING (continued)	SCORE
23. Wet mop the room and bathroom floor	
24. Arrange unit to receive a new patient	
BATHROOM CLEANING	
25. Put disinfectant in bowl	
26. Clean inside and outside of medicine cabinet	
27. Dry dust lights	
28. Clean windows and window areas	
29. Clean shelves	
30. Clean with clovinated cleanser - sink, tub, including pipes	
31. Damp clean all fixtures	
32. Damp clean all dispensers	
33. Replenish supplies	
34. Wash walls	
35. Do mirror with clear water	
36. Wash bowl	
37. Wash floor	

NJ - HOSA

HEALTH SERVICE, HOSPITAL HOUSEKEEPING

RATING SHEET

	Superior	Excellent	Good	Fair	Poor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
GENERAL APPEARENCE	5	4	3	2	1																	
TOTAL JUDGES SCORE																						
TOTAL POINTS																						
TIE BREAKER																						

JOB SEEKING SKILLS COMPETITION

NEW JERSEY - HOSA

JOB SEEKING SKILLS COMPETITION

PURPOSE:

To assist the student in developing the job seeking skills necessary to obtain employment.

ELIGIBILITY:

All HOSA members
All special education students classified by their home district
One for each 10 enrolled students
Documentation of Special Needs Certification from the school principal to be presented with the Regristration Form to NJ-HOSA

DRESS:

Competitors should dress in proper business attire suitable for a job interview. While there are no penalty points for improper dress, the rating sheet, both for receptionist and interviewer, have personal appearance points.

RULES

1. The competitor is to select from among the four (4) job opening specifications one (1) position for which he/she will make application. These specifications are located on another sheet and will be developed yearly.

2. Once the competitor has decided on the job for which he/she is applying, he/she must bring with them a completed pocket resume (copy enclosed). The resume is to be factual and be the student's actual experiences.

3. Each competitor is to report to the orientation meeting. Failure to do so will disqualify the competitor. The competitor is to provide his/her own pens and will be required to fill out the job application, using the information from the pocket resume, at the orientation meeting.

4. The competitor, be appointment, will then proceed to the reception area for screening.

5. Upon completion of the receptionist's screening, the competitor will proceed to the personnel officer to be interviewed for the job. (Realization that questions must be concretely stated. Ask single questions and wait for response. It may be necessary to repeat questions.)

OBSERVER RULES:

There are no observers allowed at this event.

REQUIRED PERSONNEL

A personnel officer and receptionist shall be provided for each of the preliminary screenings. Further, a personnel officer and receptionist shall be provided for the finalist screening. No persons judging the preliminaries shall be allowed to judge the finalists.

Those Persons chosen as receptionists and personnel officers shall receive the job opening specifications sheets and background information relative to skills needed for those positions as well as information about the company they are representing.

EQUIPMENT AND MATERIALS:

1. Room with chairs and tables for competitors.
2. Room with chairs and tables for the judges.
3. List of competitors, application forms, prepared appointment slips.
4. Job opening specifications.
5. Rating sheets for the judges.

SUGGESTED RESUME FORM

Page 1

POCKET RESUME FOR JOB INTERVIEW

Preparation

- Learn something about company.
- Have specific job of jobs in mind.
- Fill in Pocket Resume.
- Review, in your mind, your qualifications for job.
- Be prepared to answer broad questions about yourself.

Appearance

- Well groomed.
- Suitably dressed.
- Make-up in good taste.

Tests

- Listen to instructions.
- Read each question through.
- Write legibly.
- Don't dwell too long on one question.

Interview

- Be prompt.
- Ansef questions directly and truthfully.
- Be well mannered.
- Use proper grammer and good diction.
- Be enthusiastic and cooperative.
- Don't be afraid to ask questions.

Page 1

This information is often asked for at a job interview. Fill in the resume ahead of time. Take it with you as a reference.

Soc. Sec. Number _____

Driver's License _____

EDUCATION:

School	School
Address	Address
Course of Study	Course of Study
Dates	Dates

School Activities (clubs, offices, sports, etc.

PREVIOUS EMPLOYMENT (Summer & Part-time jobs)

Name of Employer	Name of Employer
Address	Address
Job Title	Job Title
Dates	Dates

Military Service or Draft Status

Hobbies and Special Interests

Special Skills

REFERENCES (Get permission before using names)
(Will need several)

Name

Address

Telephone Number

JOB TITLES/VACANCIES-CLASS II

NURSE ASSISTANT - A large rural nursing home is in need of a qualified Nurse Assistant. Individual must have completed an approved Nurse Assistant Program. Salary commensurate with experience. Contact Director of Nursing at Haven Nursing Home, Forest, Georgia.

LAUNDRY AIDE - A small Extended Care Center requires a Laundry Aide. Previous experience not required, helpful. Able to stand for long period of time , must have knowledge of laundry marles, folding of invesitory of linens and aseptic procedures. Salary commensuate with experience. Contact Housekeeping Supervisor at Holly Glen Extended Care Center, Milford, New Jersey.

HOSPITALITY AIDE - Needed - experience - chamber maid to work in a Health Spa. must be able to maintain guest rooms and knowledge of daily cleaning procedures. Contact Head Housekeeper, Monitz Health Spa, Cape May, New Jersey.

HOSPITAL HOUSEKEEPER - Major Hospital suburban area requires Housekeeper Aide. Experience not necessary - willing to train. Contact Personnel Manager, Mount Sinai Hospital, New York City, New York.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ (LAST) (FIRST) (MIDDLE)

PRESENT ADDRESS _____ (STREET) (CITY) (STATE)

PERMANENT ADDRESS _____ (STREET) (CITY) (STATE)

PHONE NO. _____

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

ACTIVITIES: CIVIC, ATHLETIC ETC. (EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, SEX, MARITAL STATUS, AGE, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS) _____

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

(IT IS UNDERSTOOD THAT ONLY JOB-RELATED DEFECTS MAY BE USED TO DENY EMPLOYMENT TO AN APPLICANT.)

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY EFFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

SOME DO'S AND DON'TS

DO

1. Bring with you any information you may need, social security number, names and addresses of references, application for work papers, or promise of employment.
2. Remain standing until you are asked to be seated.
3. Speak distinctly and clearly -- look at person you are talking to.
4. Relax and be at ease, nervousness may indicate fear or insecurity.
5. If hired, ask questions; when you are to report to work, dress regulations, etc.

DON'TS

1. Don't bring friends or relatives with you when you apply for a job.
2. Don't smoke or chew gum during the interview, even if offered by the interviewer.
3. Don't mumble or talk away from the interviewer.
4. Don't talk about personal problems, family, friends, or finances.
5. Don't knock former employers or fellow employees.
6. Don't exhibit mannerisms, giggling, popping knockles, snapping purse, jingling keys or change in pocket, twisting hair, covering face with hands or squirming in chair.

AFTER THE INTERVIEW

1. Ask for definite information concerning position:
   a. Hours you are expected to work.
   b. The person to whom you are to report.
   c. Ask interviewer to fill out working papers.
2. If not hired, don't get upset:
   a. Ask if there will be any openings later.
   b. Be pleasant and thank the interviewer for his/her time.
3. Make a graceful departure:
   a. Thank the interviewer and include his/her name.
   b. Walk out calmly, regardless of how you feel, he/she may reconsider.

SAMPLE QUESTIONS TO BE USED AT INTERVIEW

1. What are your future vocational plans?
2. In what school activities have you participated? Which did you most enjoy?
3. What type of position are you most interested?
4. Why do you think you might like to work for this nursing home?
5. What jobs have you held? Why did you leave?
6. Why did you choose your particular field of work?
7. What are your ideas on salary?
8. How about overtime work?
9. What kind of work interests you?
10. How would you get to work?
11. Do you have your own car?
12. What is your attendance record? Lateness record?
13. Why do you think you would like this particular type of work?
14. Are you looking for a permanent or temporary job?
15. Can you take instructions without feeling upset?
16. What have you learned from some of the jobs you have held?
17. Have you ever had any difficulty getting along with fellow students and teachers?
18. Have you saved any money?
19. Would you be willing to work weekends and evenings?
20. Have you had any serious illness or injury?

HOSA
JOB SEEKING SKILLS COMPETITION
RECEPTIONIST RATING SHEET

ITEMS EVALUATED	Superior	Excellent	Good	Fair	Poor	COMPETITORS' NUMBERS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. PRE-INTERVIEW																							
Personal Appearance	5	4	3	2	1																		
Poise	5	4	3	2	1																		
Attitude	5	4	3	2	1																		
Self Introduction	5	4	3	2	1																		
Promptness	5	4	3	2	1																		
General Information	10	8	6	4	2																		
2. RESUME FORM (to be used as reference)																							
Completeness	5	4	3	2	1																		
Neatness	5	4	3	2	1																		
3. APPLICATION																							
Completeness	5	4	3	2	1																		
Neatness	5	4	3	2	1																		
Instructions Followed	5	4	3	2	1																		
TOTAL POINTS	60	48	36	24	12																		

HOSA
JOB SEKKING SKILLS COMPETITION
INTERVIEWER RATING SHEET

ITEMS EVALUATED	Superior	Excellent	Good	Fair	Poor	COMPETITOR'S NUMBERS																
						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. GENERAL CHARACTERISTICS																						
Personal Appearance	5	4	3	2	1																	
Poise	5	4	3	2	1																	
Diction	5	4	3	2	1																	
Posture	5	4	3	2	1																	
Eye Contact	5	4	3	2	1																	
2. INTERVIEW																						
Introduction	10	8	6	4	2																	
"First Impression"	10	8	6	4	2																	
Appropriateness of Answers (give time)	10	8	6	4	2																	
Interest Shown	10	8	6	4	2																	
Knowledge of Position Applied for	10	8	6	4	2																	
Close	10	8	6	4	2																	
TOTAL POINTS	85	68	48	34	17																	
TOTAL RECEPTIONIST POINTS	60	48	36	24	12																	
GRAND TOTAL	45	116	84	58	29																	

LAUNDRY SERVICE AIDE COMPETITION

NEW JERSEY - HOSA

LAUNDRY SERVICE AIDE COMPETITION

Purpose:

To encourage students to develop entry level skills needed for employment in Laundry Subclusters.

To build self confidence and enthusiasm.

Eligibility:

HOSA members
Handicapped students as classified by home school
One (1) for each ten (10) members

Documentation of Special Needs Certification from the school principal to be presented with the Registration Form to NJ-HOSA.

Dress:

Suitable attire per home school rule.

Rules:

Student will be standing at an assigned place in front of a large flat folding area---approximately 5 feet space between contestants.

The following tasks will be performed:

1. Identify laundry marks (each piece of clothing will be marked with either name or laundry # eg. Edgar Smith, 176-238-40

2. Sort clothes (already laundered)

   Clothing to be sorted, turned right side out, into piles according to name or number.

3. Fold personal laundry

   Anything torn to be placed in a separate pile.

4. Use of Aseptic technique.

Equipment and Materials:

Hamper of personal laundry to include a variety of items:

eg. socks, slips, dresses, shirts, etc. (each item of clothing marked with name or number)

(50 items of clothing suggested amount for each student competing)

Time:

30 minutes

***The students must be oriented to the facility and to the procedures themselves.

eg. The clothing marks explained
The counting and folding of diapers demonstrated.

A opportunity for questions should follow orientation.

Task # 2 (Student placed, as before, at flat surface for folding of flat linens.)

1. Folding of flat linens
2. Inventory of supplies
3. Aseptic technique

Student Must:

After being supplied with a hamper of 60-75 adult diapers they:

1. smooth each one flat
2. place in piles of 10
3. rolled into thirds
4. stacked to side

At the end of 15 minutes the student must count and report how many diapers are folded.

Judging:

Students will be given 5 points for each of the following:

1. Appearance (cleanliness)
2. Aseptic technique (handwashing, keeping clothes off floor)
3. Body mechanics
4. Correct sorting of clothes
5. Correct folding
6. Correct removal of torn clothes
7. Correct smoothing of diapers
8. Correct rolling into thirds
9. Correct counting
10. Correct reporting of count
11. Finishing before time limit

Possible 50 points:

Each error minus 1 point
Not finishing in time limit minus 10 points

Supplies:

Could be brought by students

60-70 adult diapers per contestant (must not be memorized)

small scrap paper and pencil

50 pieces personal clothing per contestant labled with name or number.

Equipment supplied at competition site:

Hamper

Large flat folding area

SCORE SHEET

Each step correctly done is worth 10 points. Place checkmark in numbered area after each item. From number 10. being the best to number 0, not scoring in that item.

	10	9	8	7	6	5	4	3	2	1	0
I. Correct sorting of clothes: (30 minutes)											
a. Clothing turned right side out											
b. Identify laundry by name or number and place in piles accordingly.											
c. Correct folding or personal clothing.											
d. Check and remove torn clothing.											
e. Use of Aseptic Technique (clothing not to touch floor)											
II. Inventory of diapers: (15 minutes)											
a. Smooth each diaper flat											
b. Place in piles of 10											
c. Roll each pile of 10 into th..rds											
d. Stack to side											
e. Record correct count on paper											
f. Use of Aseptic Technique											
III. Not finishing in time limit, deduct 10 points											

TOTAL POINTS

NJ - HOSA

LAUNDRY SERVICE AIDE COMPETITION

RATING SHEET

	Superior	Excellent	Good	Fair	Poor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
GENERAL APPEARANCE Neatly groomed and dressed according to competition rules.	5	4	3	2	1																	
ASEPTIC TECHNIQUE	5	4	3	2	1																	
TOTAL JUDGES SCORES AVERAGED FOR EACH CONTESTANT																						
TOTAL POINTS																						

NURSING ASSISTANT COMPETITION

NURSING ASSISTANT COMPETITION

PURPOSE:

To encourage the special needs student to attain the competencies of basic Nursing Assistant procedures.

ELIGIBILITY:

All HOSA member
All special education students classified by their home district
One for each 10 enrolled students
Documentation of Special Needs Certification from the school principal to be presented with the Registration Form to NJ-HOSA

DRESS:

School uniform or white uniform, natural stockings, white shoes (no clogs).

RULES:

1. Student must have a very thorough orientation to room and equipment.

2. School chapter must provide a "patient" for each member in competition. If not provided, the student will be disqualified.

3. All contestants will report to the designated area for this event on time. Each contestant will draw a number indicating order of participation.

4. If the student does not come prepared with the proper linen, he/she will be disqualified.

EQUIPMENT AND MATERIALS:

HOSA will provide:

1. Hospital bed with side rails
2. Over bed table
3. Straight chair
4. Pillow
5. Laundry hamper (for each unit)
6. Wheelchair
7. Numbered cards and pins for contestants
8. Rating sheets for judges
9. Clock or stopwatch
10. Chairs and tables for judges

Student will provide:

1. One rubber or plastic drawsheet
2. Four large sheets
3. Two cotton drawsheets
4. Two spreads
5. Two pillow cases
6. One patient gown
7. One cotton sheet blanket

CONTEST:

1. Make an unoccupied bed in 10 minutes
2. Make an occupied bed in 15 minutes
3. Demonstrate bed to wheelchair transfer (using the occupant of the occupied bed procedure) in 5 minutes.

REQUIRED PERSONNEL:

Three judges

One Timekeeper

Two Assistants

One Chairperson

ROOMS:

1. Assembly room for contestants
2. Competition room set up with patient units

SUGGESTED PROCEDURE FOR MAKING AN UNOCCUPIED BED

1. Wash your hands.
2. Assemble the linen supplies needed, in order of use.

   Linen used:

   2 large sheets
   1 plastic or rubber drawsheet
   1 drawsheet
   1 spread
   1 pillow case
3. Move the mattress to the head of the bed.
4. Place large bottom sheet over mattress. Place the center fold at the center of the bed, working from the foot of the bed to the head. Then unfold the top layer onto the far half of the bed. The lower hem of the sheet should be even with the edge of the mattress at the foot. Tuck the excess length of sheet under the mattress at the head of the bed.
5. At the head of the bed, miter the corner where the sheet has been tucked under the mattress.
6. Tuck the sheet under the side of the mattress to the foot of the bed.
7. Place a plastic or rubber drawsheet over the middle section of the bed, 12-15 inches from the top.
8. Place the center fold of the drawsheet at the center of the bed and unfold the top layer toward the far side of the bed. Tuck the near edge neatly under the mattress.
9. Place the top sheet of the bed. Place the center fold of the top sheet along the center of the bed, and unfold the upper layer toward the far side of the bed.
10. Put the spread on the bed. Start at the head of the bed, about 4 inches from the top of the mattress, and place the center fold of the spread along the center of the bed. Tuck the remaining part of the spread top sheet under the mattress at the foot of the bed.
11. Miter the corner of the top linens at the foot of the bed.
12. Move to other side of bed.
13. Fold back the spread, top sheet, and drawsheets while you complete the bottom sheet.
14. Miter the bottom sheet's corner at the head of the bed.
15. Grasp the edges of the sheet tightly in both hands with the knuckles on top, pull tightly and smoothly down over the side of the mattress and tuck under the mattress. Repeat pulling and tucking all along the side, working toward the foot of the bed.
16. Grasp the edge of the plastic or rubber drawsheet in both hands with the knuckles on top, pull down tightly over the side of the mattress and tuck in under the mattress.

17. Straighten and grasp the drawsheet in both hands with knuckles on top, pull down tightly over the side of the mattress and tuck in.
18. Move to the foot of the bed, and take the edge of the top sheet and tuck it under the bottom edge of the mattress.
19. Straighten the spread and tuck the reamining portion under the bottom edge of the mattress.
20. At the foot of the bed, miter the corner of the top linens, using the top sheet and the spread as one unit.
21. Move the head of the bed, and fold back the top sheet over the edge of the spread.
22. Slip the pillow into the pillow case so that the corners fit well, Press smooth so that the pillow lies perfectly flat.
23. Place pillow at center of head of bed. Position pillow so that the open end of the case is away from the door of the room. This gives the bed a neater appearance.
24. Put unit equipment in place. (overbed table, bedside table and chair)
25. Wash your hands. (not necessary for competition as you will be using the same bed for your occupied bed procedure.

SUGGESTED RESOURCE:

Brady - "Being a Nurse Aide"

Delmar - "Nursing Assistant"

SUGGESTED PROCEDURE FOR MAKING AN OCCUPIED BED

1. Wash yours hands.
2. Assemble the linen supplies needed. Place on chair, in order of use.

   Linen used:

   Two large sheets
   One drawsheet
   One spread
   One pillow case
3. Tell the patient what you are going to do.
4. Lower the siderail on side of bed where you will begin.
5. Loosen top covers at the foot of the bed.
6. Remove the spread.
7. Place in hamper.
8. Remove the pillow and place on the chair, on bottom of linen pile, or if patient prefers, leave on bed.
9. Raise siderail.
10. Log roll the patient to side of bed. Check the patient's body position.
11. Loosen the bottom sheet, plastic drawsheet and drawsheet from the top and side of the bed.
12. Fold or roll the drawsheet toward the patient, fold the plastic drawsheet over the patient, fold the bottom sheet toward the patient, tuck the soiled linen rolls as close to the patient's back as possible.
13. Take a large sheet from the chair and put it on the bed as a bottom sheet. Fan-fold one half of the sheet toward the patient and tuck it under the soiled bottom sheet. Proceed to tuck and miter corner as in steps, 4, 5 and 6 in unoccupied bed.
14. Unfold the plastic drawsheet, bring it over both the rolled sheet and bottom sheet; smooth it free of wrinkles and tuck in firmly under mattress.
15. Place the clean drawsheet on the bed.
16. Open it halfway and lay the center fold at the middle of the bed, fan-fold the fair half, and tuck it under the patient's back. Tuck the side nearest you under the mattress.
17. Log roll the patient to the clean side of the bed.
18. Raise the side rail and ask the patient to hold onto it for suppott.
19. Move to the other side of the bed and complete making the other side.
20. Lower the siderail so that you can reach your work without straining.
21. Loosen the linen on this side of the bed and remove the soiled drawsheet and large bottom sheet.
22. Place the soiled linen in the laundry hamper or bag.
23. Pull and straighten the bottom sheet, tuck under the head of the bed, miter the corner, and pull tightly along the side of the bed to remove wrinkles, and tuck it under the mattress.

24. Bring the plastic drawsheet toward you over the bottom sheet, pull tightly to remove wrinkles, and tuck it under the mattress.

25. Bring the cloth drawsheet over the plastic drawsheet, pull tightly to remove wrinkles, and tuck it under the mattress.

26. Assist patient to center of bed, check for good body alignment, lower side rail.

27. Place the clean top sheet on the bed. Ask the patient to hold onto the clean top sheet. Remove the soiled top sheet by reaching under and pulling the sheet down to the foot of the bed. Place the clean spread on the bed.

28. Tuck the top linens under the mattress at the foot of the bed. Miter the corner and complete the cuff at the top of the bed.

29. Move to the other side of bed. Miter the sheet and bedspread at the foot of the bed and cuff the top of the bed sheets.

30. Slip off the pillow case and place in hamper.

31. Slip the pillow into clean pillow case so that the corners fit well.

32. Raise the patient and position the pillow so that the open end of the case is away from the door of the room.

33. Raise the siderails, put overbed table beside table and chair in place.

34. Wash your hands. (not necessary for competition if you will be using this patient to demonstrate the procedure for transfer to wheelchair.)

TRANSFERRING PATIENT FROM BED TO WHEELCHAIR

1. Wash your hands. (not necessary for competition, using same patient)
2. Bring wheelchair, blanket and gown to the bedside. Place the wheelchair next to the bed.
3. Lock the wheels. Raise both footrests.
4. Tell the patient what you are going to do.
5. Get the patient's robe and slippers. (use shoes and hospital gown)
6. Bed should be in low position. Raise the head of the bed to a semi-sitting position (semi fowlers)
7. Lower the siderail.
8. Move the patient to the near side of the bed.
9. Assist the patient to sit on the side of the bed by placing your hand that is closest to the patient when you are facing the patient, under the closest arm pit, while you reach across the patient's back with your other hand. Take a hold of the patient's shoulder with this hand. When patient is sitting up, remove your hand from under the patient's arm pit and reach under the patient's knees to slide their legs off the bed. Continue to support the shoulder and back.
10. Check to see how the patient feels.
11. Proceed to put on patient's robe and slippers.
12. Help patient to stand by placing hands in the same position as for sitting patient up in bed. Remove hand from under arm pit and slide hand on the patient's shoulder to their waist. Walk the patient to the wheelchair.
13. Facing the patient, place your other hand on the patient's waist and slowly pivot the patient, placing the patient's back next to the chair.
14. Ask the patient to reach back with their hand and at the same time position your feet by the wheels of the chair.
15. Assist the patient into the chair by supporting patient at the arm pit nearest you.
16. Make them comfortable, feet on footrests, and place the blanket over their legs.
17. Lower head of the bed. Fan-fold the sheets of the bed to make an open bed.
18. Wash your hands.

JUDGES RATING SHEET

STUDENT PERFORMANCE RATING SHEET

MAKING AN UNOCCUPIED BED

TOTAL SCORE_____

STUDENT NAME_____ EVALUATOR_____

PLACE CHECK MARK IN NUMBERED AREA AFTER EACH ITEM. FROM NUMBER 5, BEING THE BEST TO NUMBER 0, NOT SCORING IN THAT ITEM.

	5	4	3	2	1	0
1. Wash hands before starting procdure						
2. Select and assemble all materials required before beginning to make be						
3. Move mattress to head of bed if necessary.						
4. Place linen items in correct sequence; position each item correctly on chair.						
5. Tuck each piece of bedding under the mattress neatly and make sure that each is smooth and taut.						
6. Form all required mitered corners smoothly and neatly.						
7. Handle and dress pillow correctly, keeping it from contact with body and clothing.						
8. Position pillow correctly with open end away from door.						
9. Observe good body alighment principles at all times.						
10. Be aware of and minimize contact between materials and reduce or eliminate sources of contamination as much as possible.						
11. Proceed smoothly from one step to another without hesitation, false starts or wasted motions.						
12. Complete a neat and correctly made bed within 10 minutes.						

REMARKS:

JUDGES RATING SHEET

STUDENT PERFORMANCE RATING SHEET

MAKING AN OCCUPIED BED

TOTAL SCORE_____

STUDENT NAME_____ EVALUATOR_____

PLACE CHECK MARK IN NUMBERED AREA AFTER EACH ITEM. FROM NUMBER 5, BEING THE BEST TO NUMBER 0, NOT SCORING IN THAT ITEM.

	5	4	3	2	1	0
1. Select and assemble all materials before beginning to make the bed.						
2. Place linen items on chair in order of use.						
3. Inform patient of procedure.						
4. Loosen top covers at foot of bed.						
5. Remove spread.						
6. Remove bottom sheet and drawsheet on each side of bed. Correctly place and secure clean linen, performing all operations in correct sequence.						
7. Move patient to correct position for each step of procedure.						
8. Give appropriate explanations, directions and assistance to patient each time patient is moved. Observe techniques of good body alignment when moving patient.						
9. Remove soiled sheet from under clean sheet without exposing patient.						
10. Place sheets, drawsheets, and spread in correct sequence; positioning each piece correctly.						
11. Tuck each piece under mattress neatly and make sure each is smooth, free of wrinkles and taut.						
12. Form all required mitered corners smoothly and neatly.						
13. Fold back top sheet and adjust spread correctly in relation to top sheet.						
14. Remove soiled pillow case and dress pillow with new case, handling pillow correctly.						

JUDGES RATING SHEET

Making an Occupied Bed - Page 2

	5	4	3	2	1	0
15. Position pillow correctly with open end away from door.						
16. Adjust siderails to "up" position and maintain patient's safety.						
17. Adjust bed to comfortable position as requested by patient.						
18. Arrange furniture in proper position.						
19. Proceed smoothly from one step to another in procedure, without hesitions, false starts or wasted motion.						
20. Place soiled linen in laundry bag.						
21. Complete neat and correctly made bed within 15 minutes.						

REMARKS:

JUDGES RATING SHEET

STUDENT PERFORMANCE RATING SHEET

TRANSFERRING PATIENT FROM BED TO WHEELCHAIR

TOTAL SCORE_____

STUDENT NAME_____ EVALUATOR_____

PLACE CHECK MARK IN NUMBER AREA AFTER EACH ITEM. FROM NUMBER 5, BEING THE BEST TO NUMBER 0, NOT SCORING IN THAT ITEM.

	5	4	3	2	1	0
1. Assemble wheelchair, gown and blanket at bedside.						
2. Lock wheelchair, raise footrests.						
3. Explain procedure to patient.						
4. Assist patient to a proper sitting position, using good body mechanics and concern for safety of patient.						
5. Assist patient on with gown and shoes (slippers).						
6. Assist patient to stand at bedside.						
7. Walk with patient to wheelchair, offering proper support.						
8. Pivot patient, placing the patient's back next to chair.						
9. Contestant's feet in proper position next to wheels of chair.						
10. Assist patient to sit.						
11. Cover patient and make confortable, feet placed on footrests.						
12. Fanfold the top covers of the bed to make an open bed.						
13. Complete procedure in 5 minutes.						

REMARKS:

NJ-HOSA

NURSING ASSISTANT COMPETITION

RATING SHEET

	superior	excellent	good	fair	poor	COMPETITORS' NUMBERS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
GENERAL APPEARANCE Neatly groomed and dressed according to requirements in rules.	5	4	3	2	1																	
USE OF GOOD BODY MECHANICS	5	4	3	2	1																	
TOTAL JUDGES SCORES AVERAGED FOR UNOCCUPIED BED																						
TOTAL JUDGES SCORES AVERAGED FOR OCCUPIED BED																						
TOTAL JUDGES SCORES AVERAGED FOR BED TO WHEELCHAIR TRANSFER																						
TOTAL POINTS																						

TERMINOLOGY/ABBREVIATION COMPETITION

NEW JERSEY - HOSA

TERMINOLOGY/ABBREVIATION COMPETITION

Purpose:

To encourage students to develop a working knowledge of medical terminology and abbreviations.

Eligibility:

HOSA members
Special Education Students classified by their home district
One entrant for every ten students enrolled
Documentation of Special Needs Certification from the school principal to be presented with the Registration Form to NJ-HOSA

Event:

Entrants within per team school rules

Rules:

On the day of competition, judges will develop a list of words using as a model: Hering's Hearing Aids (2nd edition) Hospital, Research and Educational Trust, Chicago, Illinois.

The first series of words will consist of a combination of one word root and one suffix. The words will be written on 3 x 5 cards.

The contestants, seated in an order according to their assigned number, will, in turn, receive one card, have the word pronounced and, using the resource lists, translate the word into meaningful terms.

A pencil or pen may be used by the student. A time limit of 2 minutes per word will be established by the time keeper announcing "Go" once the word has been pronounced by the judge.

Each contestant, unable to translate the word, the contestant will be dropped from the contest and will leave the table.

A total of 15 words/contestant will be offered.

The second set of words presented by the judges will consist of a prefix, one word root and one suffix, or 2 word roots and one suffix.

The procedure remains itself except that the time limit become 3 minutes.

In the event there are more students remain in competition, a tie breaker will be utilized.

A list of the medical terminology/abbreviations will be supplied on paper to each student. Each student will write the correct terminology for each term/abbreviation. The students may use their resource lists. However, anything not found will count. A 12 minute time limit will apply with one point awarded for each completed word, 3 points each incorrect use of prefix/suffix, 5 points each abbreviation not defined.

Equipment and Materials:

Supplied by contestants - paper and pen or pencil

Chairs
3 x 5 cards
pens for judges
medical dictionary

Table
Xeroxed pp. 408, 409, 410, 411, 412
(from source book: Being a Nurse's Aide)

Examples of Terminology to be developed by judges:

One word root, one suffix:
Gastristis
Rhinoplasty
Dematology

Two word roots, one suffix, or one prefix, one word root, one suffix:

Pyelonephritis
Otolaryngologist
Periocarditis

Abreviations:

The top 3 winners of the Terminology competition may enter this contest.

The judges will develop a series of phrases or sentences using 2 abbreviations. The phases/sentences will be written on 3 x 5 cards. The competition is as the terminology procedure except:

1. There is to be no resource material in hand
2. 2 minutes time is in effect from the time the student receives the card.

The student gives the literal translation except when the abbreviation is latin or greek in which case it may be given in English.

The student then explains what the abbreviations mean to a nurses aide giving patient care.

In the event that a tie exists after each student has completed 10 presentations a tie breaker will be offered.

This will be in the form of a paragraph written the day of competition by the judges. It can be in the form of an admission note, nursing orders, etc. but it should be descriptive of one patient and it should not include abbreviations denoting lab studies, departments in acute care facilities, etc. It should include 20 - 25 abbreviations.

The competitors will be given 30 minutes to translate the paragraph. This may be done verbally or written.

Medical descriptions/conditions:

An infection of the liver
A narrowing of an artery
Surgical repair of the nose

Abbreviation sentences or phrases:

The Pt. is N.P.O.
Sips of H_2O P.R.N.

Paragraph:

The pt. is a 43 yr old F, wt 160 lb. adm $\dot{c}$ dx of fx femur and CVA. NPO in AM for laboratory studies. VS Q2H, TPR Q4h, I & O, Lolla diet, O_2 PRN if SOB, OOB as tol $\dot{c}$ BRP TLC ad lib.